| **Less emphasis on:** | **More emphasis on:** |
| --- | --- |
|  | **Standards for Mathematical Practice**   * + - Describe mathematical “habits of mind”     - Standards for mathematical proficiency: reasoning, problem solving, modeling, decision making, and engagement     - Connect with content standards in each grade |
| **Numbers and Operations**   * Developing understanding integers, fractions, or percents. * Developing understandings of equality as it relates to specific properties (e.g. Distributive) * Using various strategies, including use of concrete objects, to solve equations and inequalities. * Recognizing, describing, creating, and extending patterns and forming a rule for patterns. * Determining a functional rule from a table or graph * Understanding number theory concepts (e.g. primes, factors, multiples, composites) * Limited computation with fractions * Rounding and estimation in operations | **Numbers and Operations**   * Developing a depth of understanding of the place value system in working with base ten numbers to the thousandths. * Developing understanding of patterns in the number of zeros in numbers when multiplying or dividing by powers of ten. * Writing and interpreting numerical expressions including use of parentheses, brackets, or braces. * Writing and interpreting simple expressions without evaluating them, understanding relative comparisons of expressions. * Generating two numerical patterns given two different rules, identifying relationships between corresponding terms, and graphing the ordered pairs. * Multiplying multi-digit numbers with decimals through hundredths. * Demonstrating depth of understanding of all operations involving multi-digit numbers with decimals through use of concrete models/drawings, understanding of place value, properties, and relationships. * Demonstrating depth of understanding of all fraction operations and real-world applications of those operations based on the relationships between the operations. |
| **Measurement**   * Selecting and using appropriate instruments and units for measuring quantities to a specified level of accuracy. * Estimating areas and volumes of shapes and solids as the sums of areas of tiles and volumes of cubes. | **Measurement**   * Converting within a given measurement system (customary and metric) and solving multi-step real world problems. |
| **Geometry**   * Three-dimensional shapes * Predicting and describing the result of a translation (slide), rotation (turn), or reflection (flip) of a 2- dimensional shape. | **Geometry**   * Developing depth of understanding of the classification of two-dimensional figures based on their properties |
| **Data Analysis and Probability**   * Gathering and displaying data based on surveys and observations * Calculating, describing, and analyzing measures of central tendency * Developing conceptual understandings of probabilities and predictions, combinations and outcomes * Determining a functional rule from a table or graph. * Using concrete objects and combinations of symbols and numbers to create expressions, equations, and inequalities that model mathematical situations. | **Data Analysis and Probability**   * Graphing to display data resulting from measurement (e.g. creation a line plot). * Analyzing and solving problems based on data presented in graphs (line plots) using grade-appropriate fraction operations. |